

GROVE ELEMENTARY

1220 Old Grove Road
Piedmont, SC 29673

GRADES K-5 Elementary School

ENROLLMENT 474 Students

PRINCIPAL Sam McDowell 864-299-8333

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	49	12	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

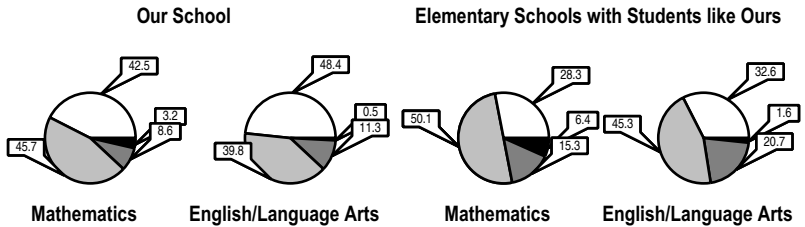
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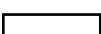
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	62	13
Percent satisfied with learning environment	69.7%	78.3%	69.2%
Percent satisfied with social and physical environment	62.5%	82.3%	53.8%
Percent satisfied with home-school relations	45.5%	93.4%	76.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	246	99.2	48.4	39.8	11.3	0.5	11.8	17.6
Gender								
Male	125	99.2	54.5	38.4	7.1	N/A	7.1	17.6
Female	121	99.2	42.2	41.3	15.6	0.9	16.5	17.6
Racial/Ethnic Group								
White	57	100.0	32.0	54.0	14.0	N/A	14.0	17.6
African-American	180	98.9	53.4	36.2	9.8	0.6	10.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	206	99.0	41.2	44.5	13.7	0.5	14.3	17.6
Disabled	40	100.0	82.1	17.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	246	99.2	48.4	39.8	11.3	0.5	11.8	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	244	99.2	48.2	40.0	11.4	0.5	11.8	17.6
Socio-Economic Status								
Subsidized meals	193	99.5	51.5	37.7	10.2	0.6	10.8	17.6
Full-pay meals	53	98.1	38.9	46.3	14.8	N/A	14.8	17.6

Mathematics								
All students	246	100.0	42.5	45.7	8.6	3.2	11.8	15.5
Gender								
Male	125	100.0	45.5	42.0	8.0	4.5	12.5	15.5
Female	121	100.0	39.4	49.5	9.2	1.8	11.0	15.5
Racial/Ethnic Group								
White	57	100.0	26.0	54.0	10.0	10.0	20.0	15.5
African-American	180	100.0	48.5	43.6	7.4	0.6	8.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	206	100.0	36.8	48.9	10.4	3.8	14.3	15.5
Disabled	40	100.0	69.2	30.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	246	100.0	42.5	45.7	8.6	3.2	11.8	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	244	100.0	42.7	45.5	8.6	3.2	11.8	15.5
Socio-Economic Status								
Subsidized meals	193	100.0	45.5	43.7	9.0	1.8	10.8	15.5
Full-pay meals	53	100.0	33.3	51.9	7.4	7.4	14.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	69	N/A	33.3	49.3	17.4	N/A	17.4
	Grade 4	67	N/A	49.3	43.3	7.5	N/A	7.5
	Grade 5	99	N/A	48.5	50.5	1.0	N/A	1.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	98.8	38.7	36.0	24.0	1.3	25.3
	Grade 4	90	98.9	48.8	42.5	8.8	N/A	8.8
	Grade 5	73	100.0	59.1	40.9	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	69	N/A	37.7	50.7	10.1	1.4	11.6
	Grade 4	67	N/A	59.7	32.8	4.5	3.0	7.5
	Grade 5	99	N/A	55.6	36.4	7.1	1.0	8.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	25.3	58.7	12.0	4.0	16.0
	Grade 4	90	100.0	42.5	45.0	7.5	5.0	12.5
	Grade 5	73	100.0	62.1	31.8	6.1	N/A	6.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 474)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.3%	Down from 4.9%	3.4%	2.4%
Attendance rate	96.2%	Down from 96.3%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.4%	Up from 3.5%	9.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Down from 14.2%	9.4%	8.0%
Older than usual for grade	0.6%	Down from 1.8%	2.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	30.2%	Up from 30.0%	43.1%	50.0%
Continuing contract teachers	76.7%	Up from 75.0%	83.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.3%	Down from 75.7%	84.7%	86.2%
Teacher attendance rate	97.9%	Up from 97.7%	95.0%	95.3%
Average teacher salary	\$37,668	Up 1.2%	\$39,299	\$39,909
Prof. development days/teacher	6.1 days	Down from 9.3 days	12.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	11.8 to 1	Down from 15.2 to 1	18.2 to 1	18.9 to 1
Prime instructional time	93.7%	Up from 93.4%	89.5%	89.7%
Dollars spent per pupil*	\$6,069	Up 3.6%	\$6,030	\$5,892
Percent spent on teacher salaries*	67.8%	Down from 70.3%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is the mission of Grove Elementary School to provide students with academic opportunities to think, communicate, and solve problems, which will enable them to become positive, productive members of society.

Grove Elementary is a special place for students to learn and grow. At Grove everyone emphasizes the importance of learning. All staff members hold high expectations of students and they continually express the belief that all students can learn. The curriculum is based on clear goals and objectives, which are defined with the South Carolina State Standards.

Grove Elementary has a solid instruction program and, at the same time realizes: 1) students who live in the Twenty-First century will need different kinds of skills, 2) research on effective teaching suggests that new methodologies will make learning more efficient and more effective. The challenge will be to: 1) clearly define student outcomes so that students can see connections to the real world and be able to transfer skills learned to the world they live in, 2) organize curriculum or instruction so that learning takes place sequentially, 3) provide appropriate staff development, and 4) develop assessments that clearly demonstrate that students have mastered objectives.

Another challenge facing Grove Elementary will be to continue to provide services that adequately address the social needs of families served. These issues all interfere with the teaching and learning process. These issues also take intensive intervention before children can learn at normal rates. We intend to provide referral services to families, provide teachers with appropriate intervention strategies, and provide more family education for those in need.

Grove Elementary has developed a culture that recognizes what is good about our school, but we are secure enough to create a level of dissatisfaction that essentially says, "We can do better."

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.